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ABSTRACT

A prekindergarten teacher working in a private elementary day school developed and implemented a prosocial behavior program designed to improve the social behavior of prekindergarten students. The program focused on decreasing the incidence of 10 behaviors: (1) pouting; (2) hitting; (3) yelling indoors; (4) interrupting; (5) whining; (6) ignoring others; (7) tattling; (8) teasing; (9) destructive behavior; and (10) poor table manners. A target group of 15 students was chosen. To change the children's behavior, the teacher implemented a 10-week program involving modeling, coaching, and spontaneous encouragement of prosocial behavior. Evaluation data revealed that students in the target group adjusted antisocial behaviors in all categories as measured with a checklist. The intervention successfully decreased seven inappropriate behaviors by more than 50 percent. Three behaviors--poor table manners, ignoring others, and yelling indoors--were decreased by less than 50 percent. Measures and materials are appended. (RH)

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IMPROVING SOCIAL BEHAVIOR SKILLS OF PRE-KINDERGARTEN CHILDREN

by

JANE A. FULLER

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A Practicum Report

submitted to the Faculty of the Center for Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

June/1990

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Authorship Statement

I hereby testify that his paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Signed: Jane A. Fuller

Jane A. Fuller

Abstract

Improving Social Behavior Skills of Pre-kindergarten Children. Fuller, Jane A., 1990: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Social Behavior/Behavior Development/Behavior Change/ Behavior Modification/Early Childhood Education/Primary Education/ Manners/

A prosocial behavior program was developed and implemented to improve the social behavior of pre-kindergarten students in a private school setting. A target group of 15 students was established for the program. The program focused on 10 specific behaviors to be improved. Success was measured by comparing systematic observation checklist administered before and after implementation. The prosocial program proved to be effective in diminishing antisocial behavior in the target pre-kindergarten. Appendices include sample classroom and parent surveys and sample worksheets.

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Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, FL 33314

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Practicum Title: Improving Social Behavior Skills of Pre-Kindergarten Children

Student's Name: Jane A. Fuller

Observer's Name Martha A. Duff-, -Martha Duffy
(please print - - - and sign)

Observer's position Head Phone # 349-3223

Observer's comment on impact of the project (handwritten):

The pro social behavior of pre K will enhance because of this project.

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CHAPTER I

Purpose

The practicum setting is an independent co-educational day school with a rich historical background. The school is non-denominational, although there is an emphasis on the nation's Judeo-Christian heritage in the curriculum and spirit. The school, with classes from preschool through eighth grade, has a present enrollment of approximately 300 students.

The students are from middle to upper socio-economic backgrounds. The school concentrates on the development of the "whole child." Social, emotional, intellectual, spiritual and physical growth is strengthened. Learning skills are taught, creativity is encouraged and a love of learning is instilled. The author has been a pre-kindergarten teacher at the practicum setting for six years. The pre-kindergarten program was developed by the author, since no curriculum existed. There are currently two pre-kindergarten classes with 15 students each. The target group consists of eight boys and seven girls, a teacher's aide and the author. The author has the freedom and flexibility to create curriculum changes as needs arise. The pre-kindergarten program is structured to help each student develop self control, to learn to follow directions, and to participate in group activities. In the

classroom, students are given jobs to sustain an orderly classroom. The students learn to make choices, take turns and to help one another. Cooperation is taught, as well as respect for others. The program combines structure with a free, creative and mobile atmosphere. In addition to reading readiness, language arts, mathematics, social studies and science presented by the author, art, music, marine science, physical education, library skills and computer science are introduced by specialty teachers.

Because the school is committed to small classes, the faculty can closely monitor each student's progress and develop each student to the greatest potential.

The author has been disturbed about the students' lack of consideration for others and poor manners in general. When only one child is in a family, good manners, thoughtfulness of other children's feelings, and the need to share have never been learned. The students have little or no experience playing in groups and need guidance in communicating with teachers and peers.

In a structured observation period prior to implementation of this practicum (Appendix A: 33) the author noted an average of 34 instances of pouting, 36 instances of hitting, 86 instances of indoor yelling, 199 instances of interrupting, 34 instances of whining, 205 instances of ignoring, 94 instances of tattling, 32 instances of teasing, 34 instances of being destructive, and 52 instances of poor table manners in the class as a pre-test

behavior observation score taken for one week in the middle of the school year after students had been given opportunities to work and play in the group for a period of four months.

Specialty teachers and parents also participated in the survey. The specialty teachers' scores were combined with the regular classroom totals to arrive at the weekly total. Nine of 15 parents responded to the parent survey. Six parents noted problems with pouting, one reported hitting, two indoor yelling, six interrupting, five whining, six ignoring, four tattling, four teasing, two being destructive and four poor table manners. A sample of the parent survey appears in (Appendix B: 35).

A discrepancy gap is shown to exist in desirable social behavior of target students. The problem addressed in this practicum was to narrow this discrepancy gap by at least 50 percent. That is to say, at least 50 percent fewer instances of anti-social behavior will occur in each category.

After a period of ten weeks using the prosocial behavior program developed by this author, students in the target pre-kindergarten were expected to adjust antisocial beahvior in all classes as measured by the systematic observation checklist (Appendix A: 33)

1. to decrease instances of pouting within the group to 17 or less (50 percent decrease).
2. to decrease instances of hitting within the group to 18 or less (50 percent decrease).

3. to decrease instances of indoor yelling within the group to 43 or less (50 percent decrease).
4. to decrease instances of interrupting within the group to 99 or less (50 percent decrease).
5. to decrease instances of whining within the group to 17 or less (50 percent decrease).
6. to decrease instances of ignoring within the group to 103 or less (50 percent decrease).
7. to decrease instances of tattling within the group to 47 or less (50 percent decrease).
8. to decrease instances of teasing within the group to 16 or less (50 percent decrease).
9. to decrease instances of being destructive within the group to 17 or less (50 percent decrease).
10. to decrease instances of poor table manners within the group to 26 or less (50 percent decrease).

CHAPTER II

Research and Solution Strategy

Pre-kindergarten students are influenced both by parents and by adults other than those in the immediate family. The pre-kindergarten teacher must pay particular attention to this important responsibility. When a teacher works with a student, the development of the whole child is influenced. Social development as well as the intellectual development is affected. Pre-kindergarten teachers and others who interact with young students must acquire and use a variety of skills, among them the ability to guide students' day-to-day social behavior (Finkelstein, 1982).

The teacher must consider the causes of various types of behavior. Before deciding to modify a student's inappropriate behavior, the teacher must thoroughly investigate the student's surroundings to determine which factors might produce the behavior. Necessarily, as much as possible must be learned about the student's home life and any medical factors which may affect behavior. Appropriate and inappropriate behavior is learned as students respond to the environment. In interactions with peers and adults, students learn ways of responding and behaving in social situations as well as how others respond to anti-social behavior (Berger, 1980).

Pre-kindergarten teachers have the task of minimizing negative social behavior and maximizing positive social interactions such as cooperating, sharing and helping. Research has indicated that prosocial behavior develops at an early age (Bar-Tal, Raviv & Leiser, 1980). Prosocial behaviors occur among most students in a school setting. One study found no significant gender differences in prosocial responses among preschoolers (Bar-Tal, Raviv & Goldberg, 1982). Another study, however, did report significant gender differences in preschool students' prosocial behaviors. (Eisenberg, Bartlett & Haake, 1983). Prosocial behavior has been observed in students from all socio-economic classes. One study indicated that children from lower socio-economic backgrounds were more cooperative than upper middle class children (Knight & Kagan, 1977).

Children seem to make allowances for social class, age, sex, friendship and degree of neediness in deciding when to behave prosocially (Froming, Allen & Underwood, 1983). The degree to which students take such qualities into consideration seems to increase with age according to Eisenberg (1983). However, Honig (1982) felt children are more likely to share with and give help to popular, attractive, well-liked peers. Withdrawn students or students perceived as unattractive may receive fewer prosocial advances. The initiation of prosocial behaviors can be affected by temporary mood shifts. An upset or anxious student may not be

as likely to help a peer in need as when personal stress is not a pressing factor. Teachers should be on guard for the unequal distribution of prosocial behaviors in the classroom (Honig, 1982).

Recently a significant amount of research interest has been evident in the area of social competence. Studies have stressed the importance of children's social development during the preschool years. The pre-kindergarten provides social experiences that heighten the prosocial skills of young children, according to Kim and Stevens (1987). Pre-kindergarten teachers must strive to find adequate methods to promote the progress of appropriate social behavior in young students.

According to Hatch (1985), "The basic elements of a classroom social context are the physical organization of space, the task expectations, and the participants." Organizing the classroom to provide areas for students to interact with other students without interference from adults is important. Varying the task organization by giving students opportunities to interact while working together on projects will help the students to gain social skills and to build an assortment of interaction procedures. By differing the number of students and by choosing which students will participate in particular classroom activities, the teacher can institute situations that will encourage social development.

Young students show more prosocial behaviors when pre-kindergarten teachers plan and implement scheduled prosocial curriculum

experiences. These are significant skills that are part of the basic curriculum. Adults teach social behaviors and have a noticeable impact on students' social development according to Hatch (1985).

Television viewing can enhance prosocial skills. Honig (1982) pointed out that several studies have found increased prosocial behaviors in preschool students who watched "Mister Rogers' Neighborhood" or "Sesame Street."

Finkelstein reported that pre-kindergarten programs with well-defined social behavior objectives and ones that implement activities to achieve these objectives might find fewer adverse social behavior occurrences. Programs that are not as precise in goals, and are limited in purpose may find that inappropriate social behaviors arise (Finkelstein, 1982).

Teachers use many methods in trying to guide students' behaviors. Teachers can offer praise or disapproval. Teachers can explain the rules. Teachers can also encourage, smile, yell, threaten or bribe. Identification with adult models has been found to be an important instigator of prosocial behaviors in students by Honig (1982). Teachers with an express interest in the development of prosocial behavior in the classroom should be aware that the teacher models the social role of the adult and the student observes and learns from this role (Hatch, 1985). According to Kim and Stevens (1987), power-oriented strategies such as stern warnings or penalties do not model prosocial

behavior.

Hatch described coaching as going one step beyond modeling. "In coaching, teachers help students who are having social difficulties recognize their 'problems' and make plans for doing better." Suitable moments for coaching happen spontaneously throughout the day and may call for simple questions such as "How do you think she feels when you ignore her?" or "How could you find out if he will play with you?" The teacher needs to be alert to the behaviors of individual students when coaching. The teacher must be available to recommend substitute behaviors and to furnish feedback on the usefulness of attempted changes. According to Hatch, "Coaching is reactive teaching." Prosocial behavior can be taught through teacher-directed activities. The use of commercially-prepared materials, books, videos and programs may be useful if the materials encourage students to develop prosocial behaviors. Hatch (1985) described a program for promoting prosocial behavior that might include, "role-playing experiences, class discussions, literature, films, puppetry and commercially prepared activities."

Students have difficulty taking orders all day long, which is one reason students disobey. Teachers with a me-against-you attitude have many more power struggles with students than teachers who act as guides, who steer students clear of doing wrong and toward cooperative interactions. Teachers are in charge. Teachers make the rules, the schedules, the decisions. Directions can be

given smilingly, made into a chant, jingle or song. A little tact, a little humor, and discipline is easier for all concerned. "A key to discipline is developing a happy, fun-filled friendship with each child. This creates in the child motivation to be approved of by you, so results in better behavior." (Young Children, 1988).

After gathering research, the author decided that in order to close the discrepancy gap between antisocially and prosocially desired behaviors, a 10-week program designed to help students in cultivating desirable social skills should be implemented.

CHAPTER III

Methodology

The author has gathered as much information as possible about each student's home life and any medical factors which may have affected behaviors as recommended by Berger, (1980). One student is dealing with the parents' recent divorce, which may explain frequency of hitting and kicking when angry. The author has taken this home situation into consideration.

The author recognizes the significance of the teacher's role in development of the whole child and has, therefore, refined a variety of skills to guide the student's behavior as Finkelstein, 1982, emphasized. Research by Honig (1982) stated that teachers should be on guard for unequal distribution of prosocial behaviors. As recommended by Hatch, (1985) the classroom has been arranged in centers to promote prosocial behavior and activities allowed students to work together without adult interference. The author chose different children and the number of children who participated in assorted activities. Prosocial experiences were scheduled and considered to be central to the basic pre-kindergarten curriculum. The author utilized videotapes in which positive social behaviors are shown. Honig (1982) pointed out that students who watched "Mister Rogers' Neighborhood" and "Sesame Street"

exhibited increased prosocial behaviors.

The author established a program with well-defined objectives and precise goals as recommended by Finkelstein, (1982). In addition, the teacher and aide consistently modeled proper social behavior in the classroom. Kim and Stevens, (1987) reported that power oriented strategies do not model prosocial behavior. Coaching was used in the pre-kindergarten with positive results. The author was alert to situations requiring intervention. The ten-week program utilized commercially-prepared materials, books and videos to promote prosocial behaviors. Most enjoyable to students were the suggestions by Hatch, (1985) to implement role playing through puppetry, literature, videos and worksheets. In addition, the author tried to keep a sense of humor when disciplining as suggested in "Young Children", (1988).

The author implemented a 10-week program designed to help students in cultivating desirable social skills. Each week the author concentrated on a specific behavior through modeling and coaching, while spontaneously encouraging prosocial behavior in general.

Week 1

Objective: To decrease pouting behavior and increase good sportsmanship.

Monday

The author read The Giving Tree by Shel Silverstein. An activity followed the reading of the story. The author introduced a

"Giving Tree" on the bulletin board. The tree was covered with lollipops. Students discussed ways the tree showed love. Questions were raised, such as, "Who was the better friend, the tree or the boy?" After the discussion, each student made a paper apple using construction paper and scissors. Each student was asked to go to the tree and tell about a personal experiencing of love as the tree loved the boy. Each student then exchanged an apple for a lollipop. This lesson was very successful. The students enjoyed and were excited about the project. Later in the spring the students exchanged the apples for shamrocks, Easter eggs and flowers.

Tuesday

The author and teacher's aide demonstrated pouting and the correct social behavior using puppets. The students were attentive and asked for more puppet shows.

Wednesday

The activity was a worksheet and poem (Appendix C: 37). Students memorized the poem and the worksheet went into a "Manners Book" for each child to keep.

Thursday

The author and aide roleplayed a number of situations that involved pouting. Several children were also involved. This activity was fun and a parent commented, "Since the class began roleplaying in pre-kindergarten, my son has been roleplaying at

home with his sister."

Friday

The author played a video called "How to Mind Your Manners" which features students from the target school. The pre-kindergarten students enjoyed seeing familiar children in the video. The author also read Let's Talk About Being a Bad Sport. The students appreciated the writing style and illustrations in this series of books.

Week 2

Objective: To decrease hitting behavior and increase appropriate social behavior.

Monday

The author read Let's Talk About Fighting.

Tuesday

Anansi and the Moss Covered Rock was read. The Little BushDeer was used as a "manners mascot" to encourage students to be kind to one another. The students thought of ways to be like Little Bush Deer. This author wrote the students' ideas on large chart paper. The manners were reviewed and added to weekly.

Wednesday

The activity was to color a worksheet and learn the poem (Appendix D: 39).

Thursday

The author and aide presented a puppet show demonstrating hitting and appropriate behavior. The author read The Berenstain Bears

Get in a Fight.

Friday

The author and aide roleplayed hitting and the appropriate behavior. A discussion followed.

Week 3

Objective: To decrease indoor yelling and increase the use of indoor voices.

Monday

The students completed a worksheet and a poem (Appendix E: 41).

Tuesday

The author and aide presented a puppet show which the students enjoyed very much. One puppet show each week was effective.

Wednesday

The author and aide demonstrated indoor yelling and the use of indoor voices through roleplaying.

Thursday

The author read Come and Share, A Book About Manners to the class.

Friday

The students colored a worksheet and were taught a poem (Appendix F: 43).

Week 4

Objective: To decrease interrupting behavior and to increase appropriate social behavior.

Monday

The author read to the class Let's Talk About Interrupting.

Tuesday

The students completed a worksheet and were taught a poem (Appendix G: 45).

Wednesday

The author and aide put on a puppet show.

Thursday

Students roleplayed and practiced not interrupting.

Friday

Students practiced not interrupting during show and tell and the author used a Little Bush Deer puppet to give out stickers when a student was being especially cooperative.

Week 5

Objective: To decrease whining and increase appropriate social behavior.

Monday

The author read Let's Talk About Whining.

Tuesday

The students colored a worksheet and were taught a poem (Appendix H: 47).

Wednesday

The author and aide demonstrated whining and the appropriate social behavior through puppetry.

Thursday

The author and aide roleplayed whining and the appropriate social

behavior.

Friday

The students watched a video called "Manners".

Week 6

Objective: To decrease ignoring behavior and increase paying attention behavior.

Monday

The aide roleplayed a student ignoring the teacher and a student paying attention and following directions.

Tuesday

The author and aide used puppets to demonstrate ignoring behavior.

Wednesday

The students completed a worksheet and were taught a poem on ignoring (Appendix I: 49).

Thursday

The students dictated thoughts on prosocial behavior to be put in a "Manners Book".

Friday

The author read The Me Book. A discussion followed.

Week 7

Objective: To decrease tattling and to increase appropriate social behavior.

Monday

The students completed a worksheet and were taught a poem

(Appendix J: 51).

Tuesday

The students were read Let's Talk About Tattling.

Wednesday

The students listened to the song "Which Way To Go." The students enjoyed the song. Fred Penner is a favorite of the students'.

Thursday

The teacher and aide demonstrated tattling through puppetry.

Friday

The author read I Can Read About Good Manners. A review of the poems was conducted.

Week 8

Objective: To decrease teasing behavior and increase kind behavior.

Monday

The author read Let's Talk About Teasing to the class.

Tuesday

The author and aide demonstrated teasing through puppetry.

Wednesday

The students completed a worksheet and were taught a poem (Appendix K: 53).

Thursday

The teacher and aide roleplayed teasing behavior and kind behavior.

Friday

The author read The Berenstain Bears Forget Their Manners to the

class.

Week 9

Objective: To decrease destructive behavior and increase appropriate social behavior.

Monday

The students completed a worksheet and were taught a poem (Appendix L: 55).

Tuesday

The author read the book Let's Talk About Being Destructive to the class.

Wednesday

The author and aide demonstated destructive behavior through role playing.

Thursday

The students drew pictures for the "Manners Book".

Friday

The students recited the manners at the weekly Lower School assembly. The performance at the assembly was impressive. Groups of two took turns leading the others.

Week 10

Objective: To decrease poor table manners and increrase good table manners.

Monday

The students completed a worksheet and were taught a poem

(Appendix M:57).

Tuesday

The students completed another worksheet and were taught a poem (Appendix N: 59).

Wednesday

The author made a fruit salad with the students. The students used "soft" fruits that could be cut easily using butter knives. Bananas, cantaloupe, strawberries, grapes, and kiwi fruit were mixed in a bowl. the author pretended to add a "bad" banana. The students objected and the author was able to point out that one "bad" banana can ruin the whole salad; and one student who is disruptive can hurt the whole class. The author later heard a student tell another, "Don't be a 'bad' banana."

Thursday

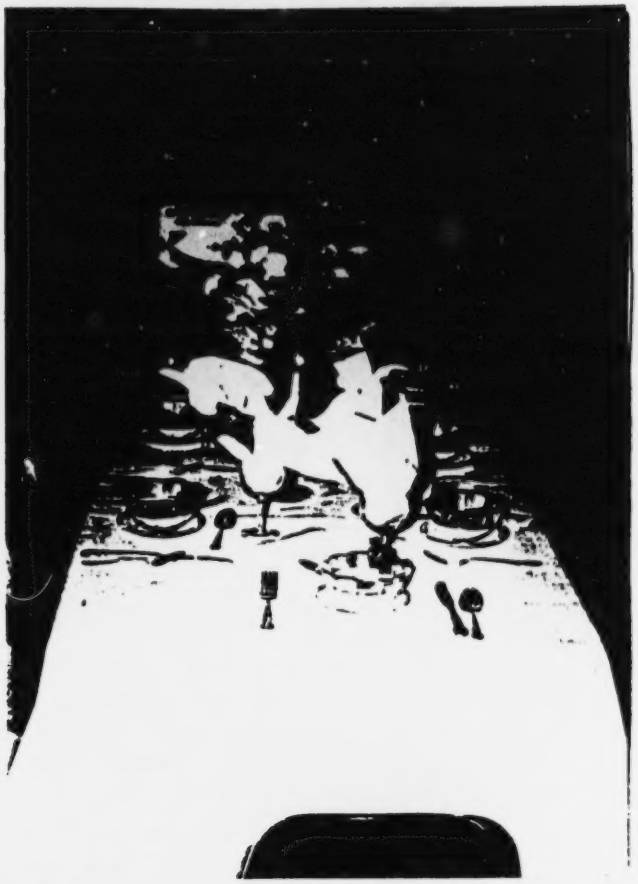
The students colored a worksheet and were taught a poem (Appendix O: 61).

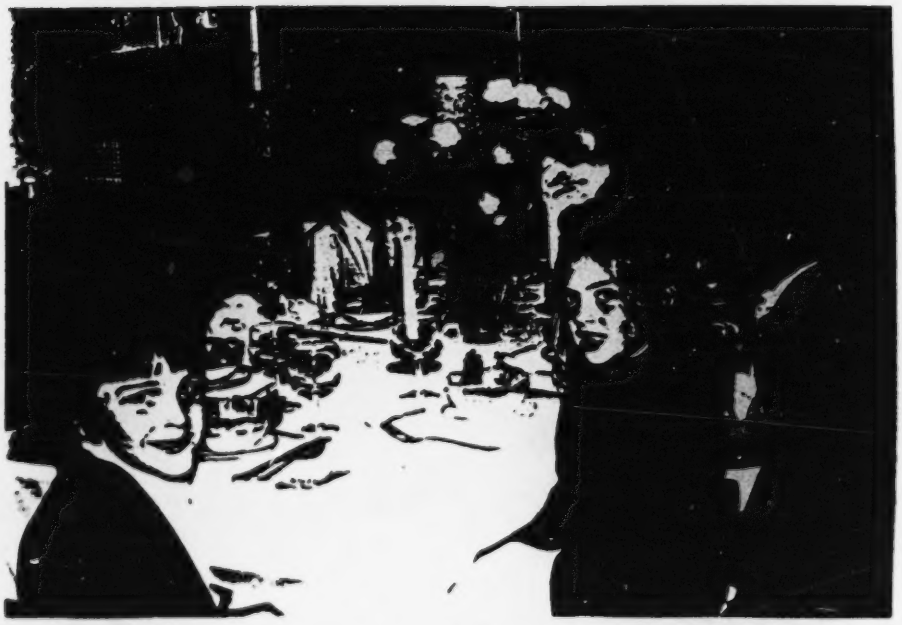
Friday

The students were treated to an elegant meal. Linen tablecloths, silverware, glassware, floral arrangements and candles on the tables were used. The students wore nice outfits. The meal was served in courses with sorbet served between courses to cleanse the palate. The students used excellent table manners and liked the experience very much.

The materials needed for this practicum were readily available. the author owned most of the materials prior to implementation.

the parents were happy to donate the food and tableware for the meal. The aide was enthusiastic about the practicum and liked the puppet shows and roleplaying activities.





CHAPTER IV

Results

After a period of ten weeks using the prosocial behavior program developed by this author, students in the target pre-kindergarten adjusted antisocial behaviors in all classes as measured by the systematic observation checklist (Appendix A:). The students:

1. decreased instances of pouting within the group to seven. Pouting behavior was decreased by more than 50 percent. This objective was exceeded.
2. decreased instances of hitting within the group to 14. Hitting behavior was decreased by more than 50 percent. This objective was exceeded.
3. decreased instances of indoor yelling within the group to 51. Indoor yelling was decreased by less than 50 percent. This objective was not met.
4. decreased instances of interrupting within the group to 64. Interrupting was decreased by more than 50 percent. This objective was exceeded.
5. decreased instances of whining within the group to 9. Whining was decreased by more than 50 percent. This objective was exceeded.

6. decreased instances of ignoring within the group to 119. Ignoring was decreased by less than 50 percent This objective was not met.
7. decreased instances of tattling within the group to 21. Tattling was decreased by more than 50 percent. This objective was exceeded.
8. decreased instances of teasing within the group to 13. Teasing was decreased by more than 50 percent. This objective was exceeded.
9. decreased instances of being destructive within the group to 10. Destructive behavior was decreased by more than 50 percent. This objective was exceeded.
10. decreased instances of poor table manners within the group to 31. Poor table manners were decreased by less than 50 percent. This objective was not met.

This practicum project was effective in decreasing seven inappropriate behaviors by more than 50 percent. Three inappropriate social behaviors were decreased by less than 50 percent. There was an improvement in all behaviors, however. The results prove that this practicum project was successful in promoting prosocial behavior.

The parents also participated in the evaluation at the completion of the project. Seven of 15 parents responded. Two parents reported problems with interrupting, two reported

whining, one tattling, and one ignoring. Five parents reported improvement in all catagories. A sample of the Parent Survey appears in Appendix B: 35 .

CHAPTER V

Recommendations

The prosocial behavior program developed by this writer proved to be effective in diminishing antisocial behavior in the target pre-kindergarten. The author plans to implement this program next year in both pre-kindergartens. The author will be team teaching with the other teacher, thus enabling the author to teach both groups.

The kindergarten teachers could implement a manners program using more advanced materials and setting higher standards for behavior. The author feels that the prosocial behavior program implemented this year will have an ongoing effect, since behaviors learned at a young age become habits that remain throughout life.

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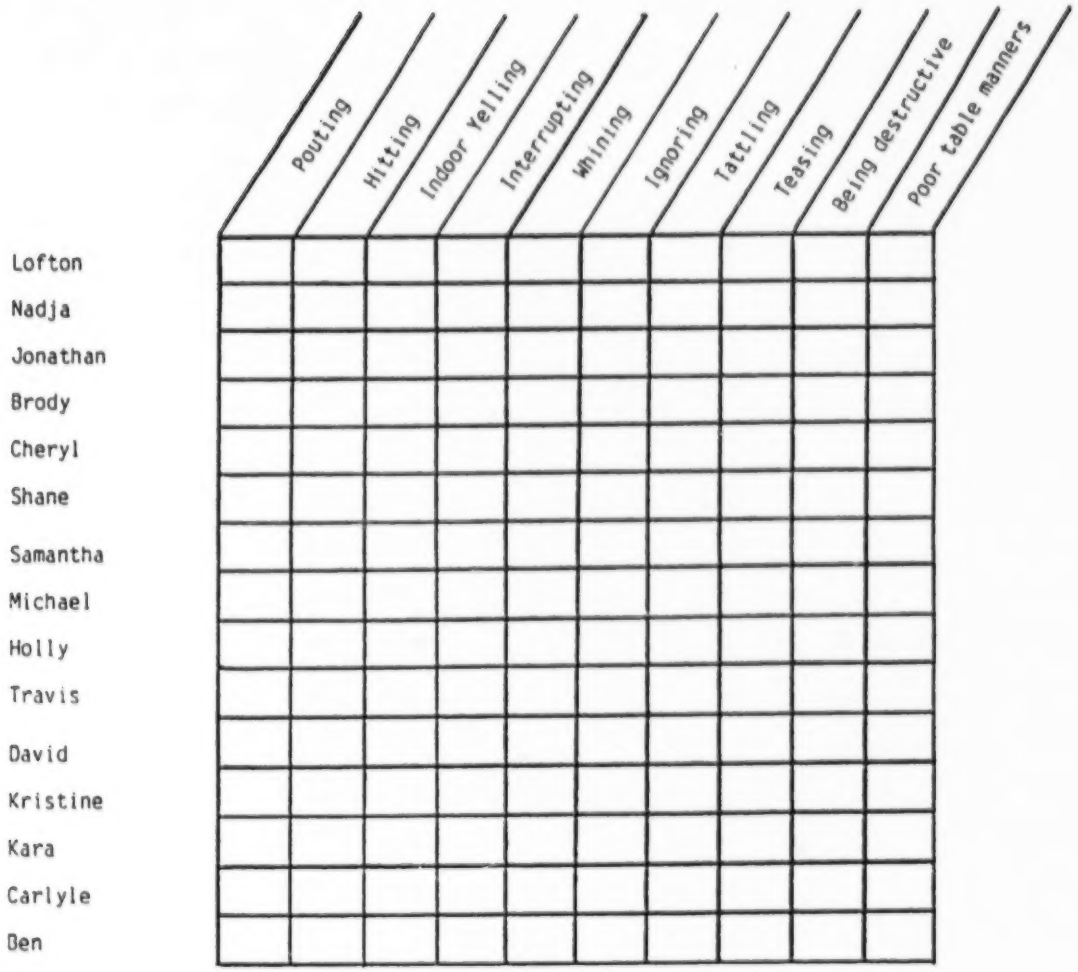


APPENDIX A: CLASSROOM SURVEY

Appendix B

(Parent Survey)

Dear Parents:

Certain undesirable behaviors have been occurring in the pre-kindergarten classroom. As a part of the program to replace faulty behavior by requiring desirable behavior, I will appreciate your cooperation in checking the behaviors listed if you have noticed them in your child.

Sincerely,

Jane Fuller

_____ Pouting

_____ Hitting

_____ Indoor yelling

_____ Interrupting

_____ Whining

_____ Ignoring

_____ Tattling

_____ Teasing

_____ Being destructive

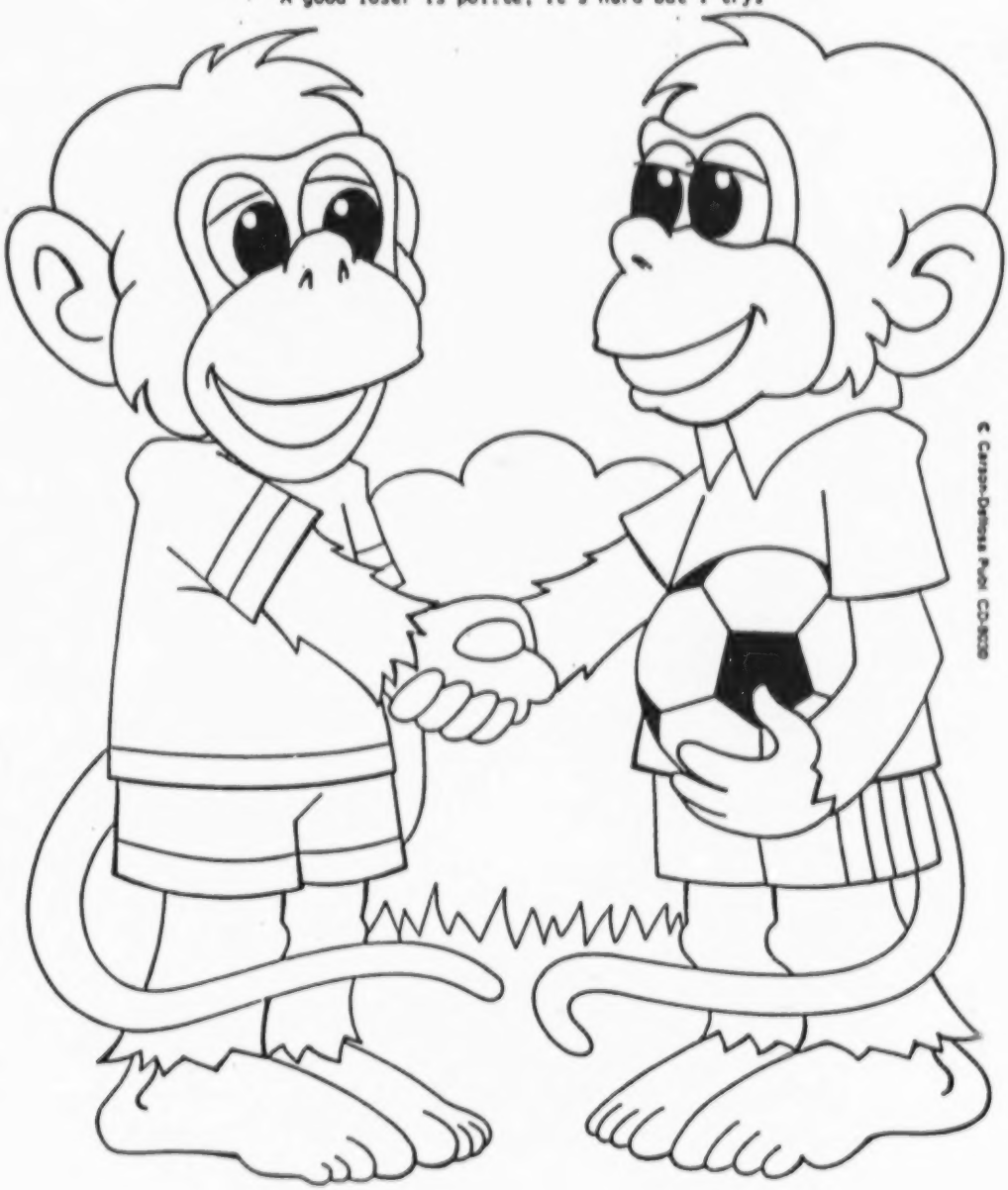
_____ Poor table manners

_____ Other (_____)

APPENDIX C

Pouting

When I lose a contest, I don't pout or cry,
A good loser is polite, it's hard but I try.



APPENDIX D

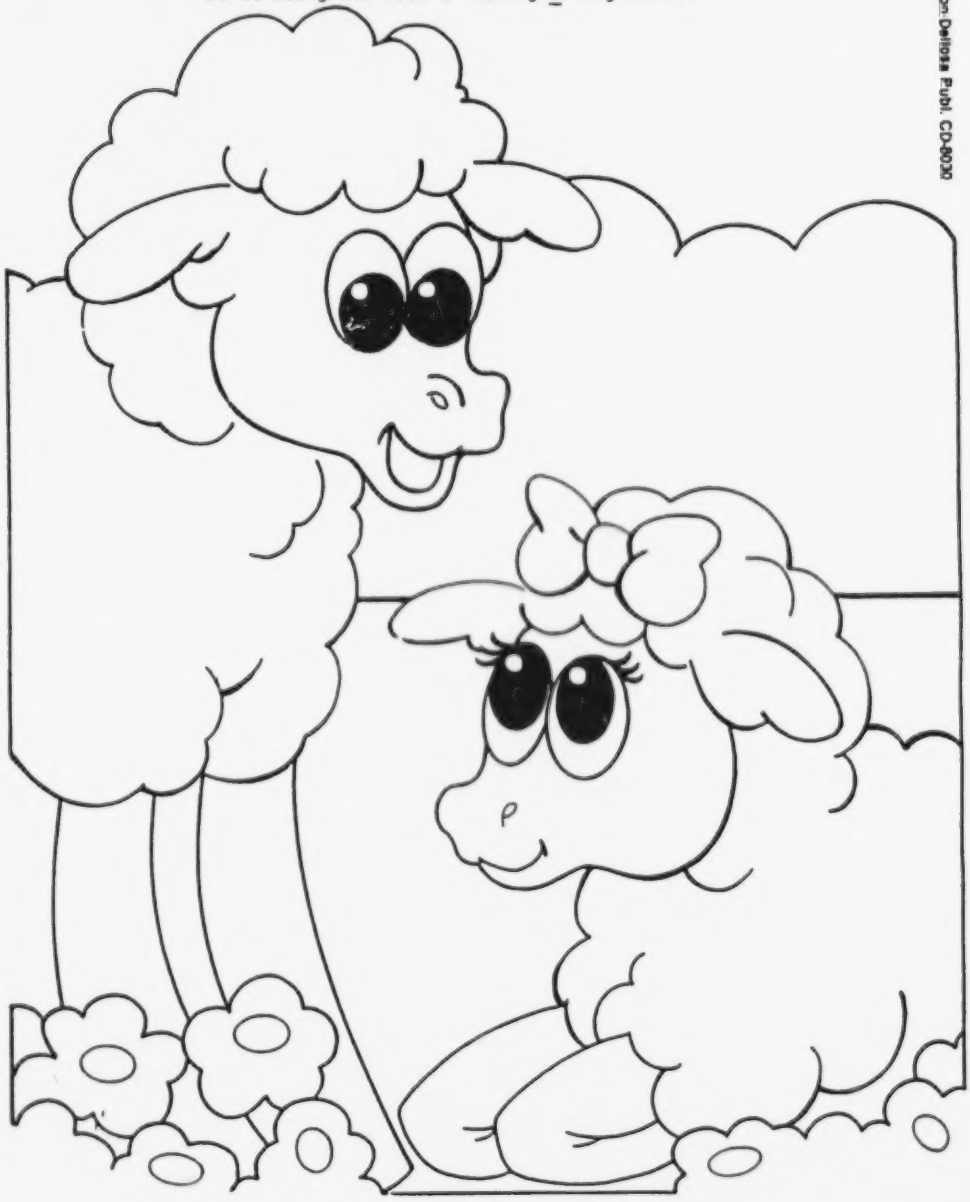
Hitting and Kicking

39

APPENDIX E

Indoor Yelling

When I talk to someone, I try not to shout,
Since being too loud's nothing I brag about!



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APPENDIX F

Indoor Yelling

In my classroom and library, I'm quiet, you see.
My teacher says it's courteous, and I quite agree.

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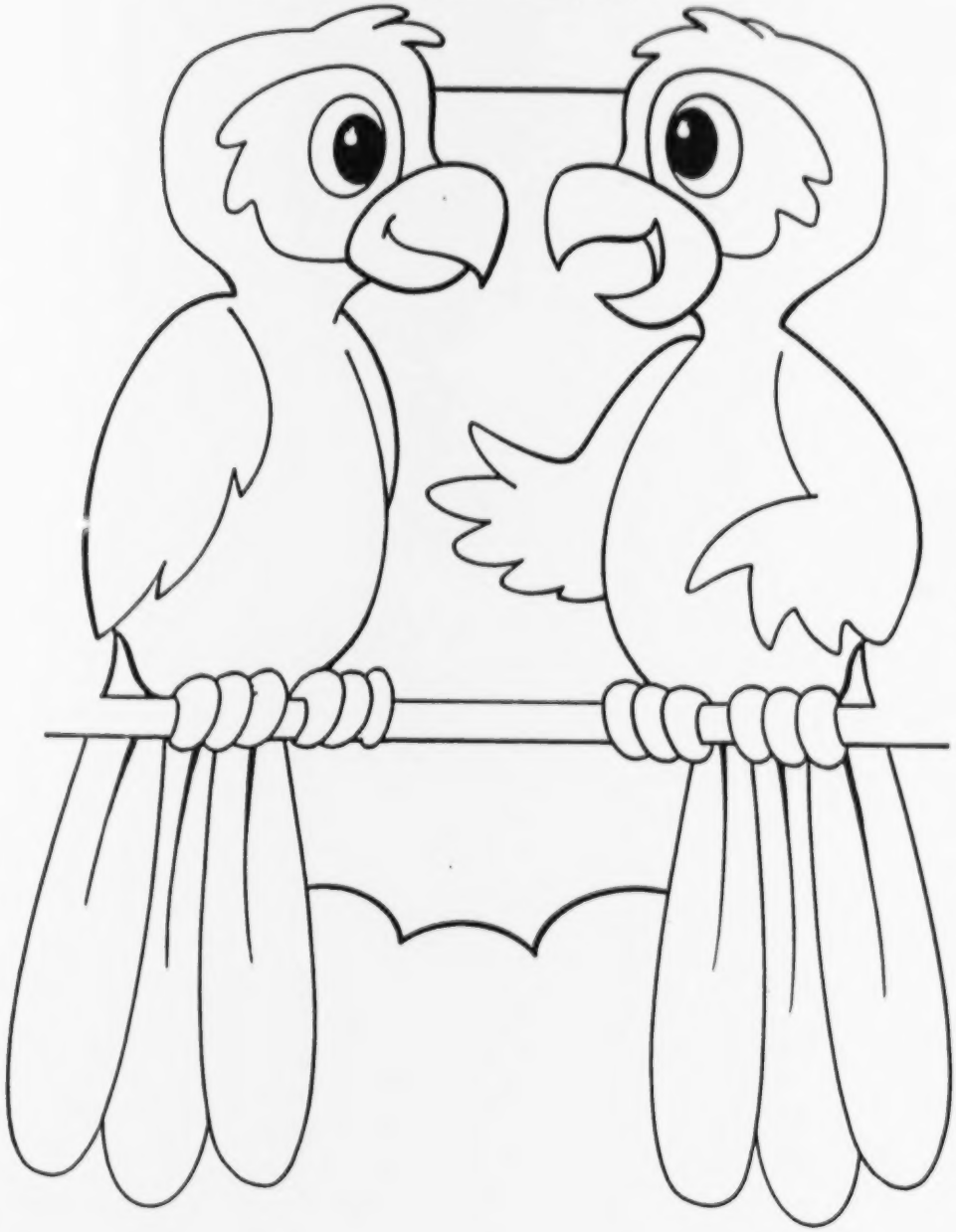
APPENDIX G

Interrupting

45

When someone is talking, I wait till they're done
Before I say something; interrupting's no fun.



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APPENDIX H

Whining

47

When I need something from my teacher I try not to whine,
I simply ask politely; and it turns out just fine.

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APPENDIX I

Ignoring

49

When my teacher calls me with a request,
I don't ignore her, I do my best!

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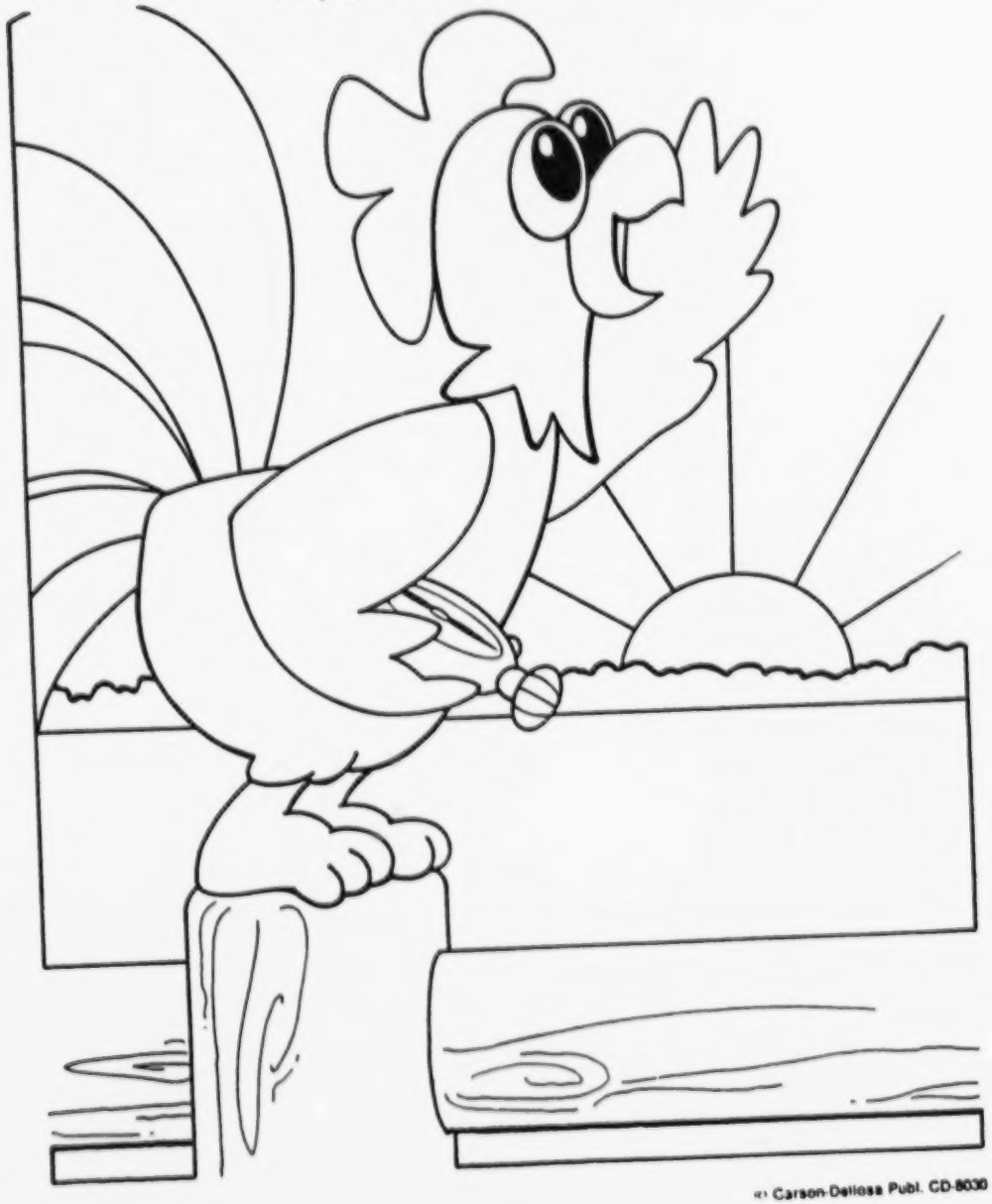
APPENDIX J

Tattling

51

If I see something wrong, I don't tattle, I don't tell.
I try to handle it myself, and it works out very well.



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APPENDIX K

Teasing

53

I try to be kind to my friends, I really try to please;
And so I follow this rule: I never ever tease.

APPENDIX L

Destructive Behavior

55

When my friends are building with the blocks
or playing with a toy,
I would never wreck their building,
I would never destroy.

APPENDIX M

Good Table Manners

57

At the table when I want some food that I see,
I know how to say, "Please, would you pass it to me?"

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APPENDIX N

Good Table Manners

59

At dinner I try just as hard as I'm able
To keep my elbows all the way off the table.

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APPENDIX O

Good Table Manners

61

When I'm eating dinner and my mouth's full of food,
I don't talk till I've swallowed, 'cause that would be rude.

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